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ABSTRACT

Information on why readership surveys are valuable and on how to conduct them is presented, along with sample surveys used at a number of different institutions, and a questionnaire used by the Council for Advancement and Support of Education to measure the opinion of "CASE CURRENTS," readers. Guidelines for doing a mail survey outline the steps involved in the process, which include: deciding whether a survey will solve the problems being addressed; deciding on groups to be surveyed and the size of the sample; constructing the questionnaire; pretesting the questionnaire; mailing the questionnaire; mailing the reminder card; mailing the questionnaire a second time to nonresponders or the entire sample; tabulating and analyzing the results; and applying what is learned from the survey. An article by Richard D. Haines on why the alumni editor needs surveys considers what surveys show and how to proceed. A second article by Cletis Pride provides additional insights about the process of surveying readers, and also suggests that an interview survey may be a valuable source of information. The sample questionnaire from universities and colleges represent: Rice University, Marietta College, Kansas State University, the University of Maryland, Gallaudet College, Michigan State University, and Baylor University. (SW)

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How to Survey Your Readers

Compiled by Virginia L. Carter

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INTRODUCTION

If you're setting out to survey your periodical's readers, we hope that this material will be helpful. We've pulled together information on why such studies are valuable and on how to conduct them. Perhaps most important, we've gathered sample surveys used at a number of different institutions as well as a questionnaire used by CASE to measure the opinion of CASE CURRENTS readers.

One of the most valuable parts of this monograph is the one-page "Guidelines for Doing Your Own Mail Survey." If you follow each of its steps carefully, your survey is virtually sure to succeed. However, if you start taking short cuts--in questionnaire development, pretesting, sample selection, mailing procedures, or compiling the results--you may be in for trouble. (I use the analogy of the chocolate cake: Even a novice can make a good one if he or she follows the recipe carefully. But if you start doubling the baking powder, cutting out the salt, and reducing the amount of shortening, you're probably in for trouble.)

The CASE Reference Center collects sample readership questionnaires, cover letters, reminder cards, and research reports. When you have finished your project, you can help your CASE colleagues by sending material to the Reference Center. And meanwhile, good luck with your survey.

Virginia L. Carter
Vice President, CASE

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Moving closer to the truth

Why the alumni editor needs surveys

BY RICHARD D. HAINES
Director, Alumni/Foundation Communication and Editor, Minnesota
University of Minnesota

"I have to what?" I yelled at my city editor. "I have to go to a shopping center and ask the shoppers what they think about Kennedy's assassination?"

You bet. And I did. I came back and wrote one of those painful man-in-the-street interview stories: which limped

"Metropolitans agreed that the nation is in a state of shock following the. . . ." And so on.

I always felt those stories—the ones that based conclusions on the opinions of a few—were phony, but I couldn't pinpoint why.

Several years later in graduate school at the University of Minnesota, I landed in the nation's first course in "precision journalism," which simply means using well-established scientific techniques.

I learned how to ask better questions, whom to ask, and what to do with the answers.

As a stubborn alumni editor, I had earlier resisted doing a "survey" of my readers. "Look," I said to my boss, "I'm the editor, and I know what my readers want to read. I don't have to waste your money and their time to find out what I already know."

Then on a summer vacation I dropped in to see John Bethell at Harvard University. I picked up a copy of a subscriber study done for *Harvard* magazine in 1976.

I found out that he had uncovered an enormous wealth of information. This treasure included the facts that his readers preferred Scotch, owned two cars, and took two vacations a year. That did it. He'd piqued my curiosity. So, a couple of years ago, when I was editor of the *K-Stater* at Kansas State University, I put into practice what I'd learned in the classroom.

I came up with a survey. It told me that my typical reader was a male living in Kansas with a family income between $11,000 and $25,000 a year; he was between 30 and 44 years old and had a bachelor's degree from the College of Arts and Sciences. Although he had not been active in extracurricular activities, he said his four years at K-State were productive; he seldom went to local alumni meetings; he liked to read the *K-Stater* magazine, compared with our tabloid; and he liked the class notes (his era) best.

We found out a whole lot more, too. We published the results in our magazine, which goes quarterly to dues payers, and in our tabloid, sent quarterly to all alumni.

What surveys show

At K-State, I found that my survey findings came in handy in confirming my hunches. I found myself caught in the tabloid-versus-magazine format dilemma. But instead of simply giving my point of view to the association's board of directors, I substantiated it. I was able to slap down my survey results and say, "Here is what our readers want." (A magazine.)

A similar study convinced Elise Hancock, editor of *Johns Hopkins Magazine*, that her alumni were reading the issues; it confirmed some of her editorial decisions; and it sold her bosses on the importance of the publication.

"Alumni attending evening college classes," she said, "are a highly faithful groups of readers. And I guess they should be. They are people committed to continuing education."

Chuck Creesy, editor of the *Princeton Alumni Weekly*, found that "the editorial mix we are using is about right." He discovered that historical pieces were popular, but that his readers wanted more sports coverage.

"We didn't find out any new or shocking information," said Sherry Castello, alumni editor at Baylor University, "but I guess that's good."

Laurie Wink, editor for Michigan State's College of Agriculture and Natural Resources, discovered that her *ANR* readers want more editorial balance, longer features, shorter news items. "The main thing they want, though, is news about themselves, profiles of other alumni."

At UCLA, Nancy Naylor said a professional firm's opinion study "reinforced my own belief that we were on the right track with the *Monthly*; people seemed to like it and read it. Our emphasis on science, medicine, health, and psychology (frequent emphasis I should say) seemed right on the nose from the response."

Ginny Carter found from a 1976 readership survey that top-margin items are CASE CURRENTS' most popular feature. This solid fact came in handy when a noted graphics expert advised her to drop them because they "junk up the design."

Surveys can also help editors measure the popularity of proposed articles or special issue topics. CURRENTS readers put marketing at the top of the list when they rated possible special issues. When the marketing issue came out, its single- and bulk-copy sales exceeded that of any issue ever. Demand was so great that it led to a reprint.

Right now, CURRENTS is conducting a mail survey that includes a question about covers. Readers, by rating thumbnail reproductions of past covers, will indicate whether they prefer photos, drawings, or type.

If these editors had it to do over, they said they might consider these suggestions: a broader survey that would include programs alumni like; more open-ended questions; and an attempt to get readers to recall specific articles they liked.

Another use for surveys

As these editors have done, you can use surveys to find out what your readers are like (demographics, attitudes, opinions) and what they think of your periodical. But you can also use surveys for another purpose—to develop stories. Suppose you want to do an in-depth piece on whether your institution should de-emphasize athletics. For a well-rounded story, you need more than the opinions of the coaches, the president, and key alumni leaders. You need to know what Joe and Jane Alumni think. Design a questionnaire, send it to a random sample of graduates, and base your story on the results.

You can expect at least five benefits from writing stories based on surveys:

1. If you do your survey right, you'll get very precise results. You won't end up with man-in-the-street or barber-

shop or popcorn-box or flour-sack type poll information.

2. Good writing isn't enough for a first-rate alumni periodical. Good reporting that includes the most up-to-date survey techniques rounds out what your publication offers its readers.

3. Using surveys opens up a whole new source of description. You can't get this information with the traditional interview or paper-and-pencil technique of reporting.

4. A survey will allow you to report about a great number of people and what they think. You won't have to limit opinions to a few experts.

5. It will take you beyond simple description. A good survey leads you to an explanation of why something has happened, or why your readers feel the way they do.

6. Chances are that readers will be keenly interested in survey-based stories, because such stories are likely to contain information that is directly applicable to each reader.

How to proceed

Okay. So you're convinced. You want to do a survey for your publication, but you aren't quite sure how to go about it.

Here are some steps to follow (these are from *New Strategies for Public Affairs Reporting*, by George S. Hage, Everett E. Dennis, Arnold H. Ismach, all of the University of Minnesota, and Stephen Hartgen of Ohio State University):

1. *Define your objectives.* What, you must ask yourself, are you trying to find out? The authors write, "A clear picture of the information desired will help determine the proper survey method, the appropriate population group, and a useful line of questioning."

2. *Determine your sample design.* If you are going to generalize about your readers, use a probability sample. (Others include random, systematic, stratified, cluster, or sequential. Know the difference. It's not as complicated as it sounds.)

3. *Decide on sample size.* Useful samples can be as small as 200. Larger samples reduce the error potential only fractionally.

4. *Construct a questionnaire.* Use easy-to-understand, unambiguous questions. They should not "lead" the respondent to a particular answer. For ease in tabulating, structure most of the questions (multiple choice, for example).

5. *Pretest.* You've finished your questionnaire. Now find a small group of readers and try it out on them to discover any flaws.

6. *Collect data.* Code your responses so they can be transferred to computer cards, tabulated, and analyzed.

7. *Report results.* Certain information (how many people you polled, how you selected the sample) should be in all stories you write about what you found. This helps your reader judge the validity of your findings.

In our survey, we selected every 40th name on our alumni mailing list; did a pretest; mailed a four-page questionnaire along with a self-addressed return envelope and a letter of explanation. We followed up in about a week with a reminder postcard (many experts recommend a second mailing to nonrespondents two weeks after the first). Then we had the university tabulate the results. The whole project cost us less than $500, not counting staff time.

I hope I've convinced you that surveys are worth the trouble. Precision journalism is more a goal than a reality for most alumni editors. It calls for a cooperative liaison between the coolly detached methods of science and the inventively conceived prose of the writer.

"Together," as one journalism professor put it, "the two may move us closer to the truth."

Suggested Reading:

Attitude and Opinion Research: Why You Need It: How to Do It, by Walter K. Lindemannn (CASE), 83 pages, $7.00.

Handbook of Reporting Methods, by McCombs, Shaw, Grey (Houghton Mifflin Co.), 340 pages, $10.95.

New Strategies for Public Affairs Reporting, by Hage, Dennis, Ismach, Hartgen (Prentice-Hall), Inc., 324 pages, $10.95.

Precision Journalism, by Philip Meyer (A Midland Book), 342 pages, $3.95.

Professional Mail Surveys, by Paul L. Erdos, (McGraw-Hill Book Company), 289 pages, $34.00. CASE

LET'S TAKE A SURVEY

by Cletis Pride, Ph.D.
Assistant Vice President
National Geographic Society

"Let's do a survey!" is heard far more often today than it used to be. And with shouts of "chi square!" and "sampling error!" grown men and women sit down to select samples, construct questionnaires, pre-test, analyze data, and generally lie to one another in social sciencese.

I know because I do it myself. You can do the same. How could you possibly go wrong in doing a survey? Let me count the ways: wrong questions, badly worded questions, bad sample, nobody answering, etc., etc., etc.

The most dangerous pitfall, though, may be in placing too much confidence in the method. A major weakness of the scientific method lies in the fact that by trying to measure something, we often change it. What you have in your 'perfect' survey is what opinions people would have if they were asked for their opinions.

Prior to being asked, Mr. and Ms. Responder may never have given a thought to the question you raised. Or they may have idly mulled it over a bit and decided the answer was "so-so." Now you've asked them to be for it or against it. So they quickly build opinions just for you, then they cuddle them up to their egos and cling to them come hell or high water.

If we were going to be perfectly honest, we'd first try to find the exact boundaries of public apathy on the particular subject that we know to be of life and death importance. You can do this by asking questions like: Did you ever hear of the Doubledome College Quarterly Report? And, do you give a damn? Answers to such questions tend to be discouraging. Which is why many researchers omit the "no opinion" column from survey instruments.

Don't overestimate the knowledge of people you are surveying. And don't overestimate your ability to "educate" them. Everybody knows that Mao-Tse-Tung was -- until recently -- a Red villain of the worst kind, while Chiang Kai-Shek was one of the good guy, devoted to democracy, free enterprise, and the American way of life. Except 25 percent of the American people, who, in a 1966 survey, identified Chiang Kai-Shek as leader of Red China. And that is not a far-out example; it's pretty run-of-the-mill.

Scandalous as it may seem, you'd find a sizable percentage of the people in your town don't know the name of your president. A good many people who have received your publication for years probably know none of the names on the masthead, including the exact name of the publication in question.

Unforgiveable ignorance? Maybe so, maybe not. The average person -- even the loyal alumnus -- has problems of his or her own. Alumni worry about their income tax, the funny noises in the transmission, what their bosses really meant by those remarks, and why their children are always burning incense in their rooms. Things like that keep them from giving the president's report the undivided attention it deserves.

Anyway, you may want to consider making provisions in your survey for 'don't knows' and 'no opinions.' It may give you a more accurate idea of the true state of things out there. And it may get you a higher rate of response in the case of mail questionnaires. I'd also recommend using questions that measure the intensity with which opinions are held. Don't go into a survey without asking yourself some questions -- and answering them candidly. Such questions as: What problems am I trying to solve? Do I need to take a survey to solve them?

If you are satisfied that your publications are good, if your readers write or stop you on the street to tell you what a great job you're doing, if you have no shortage of story material and suggestions, and -- most important -- if your paycheck says your boss likes what you're doing -- better let sleeping dogs lie.

Otherwise, you may want to consider doing a survey. If so, first state your objectives -- in writing. What is it you want to find out? If you can't answer that in a few sentences, turn back. If you don't know what you want, you won't know when you've got it.

If you do know just what you want to find out, next thing to decide is whom to ask. In your case, it may be all those who get the college quarterly or the administration newspaper. We people in the trade call this the universe.

Now, you can send your questionnaire to your entire universe, either by mailing it to everybody or by binding it into a copy of the magazine. I don't recommend either though. It's too expensive if you mail to everyone and too inaccurate as an insert.

So I cast my vote for random sampling. The thing to remember when taking a random sample is that everyone in your universe should have an equal chance of being asked. Otherwise you may be introducing bias -- and that's a four-letter word.

If you use random sampling, a very, very small sample can accurately reflect the opinions of your entire universe. George Gallup and Lou Harris can use a sample of 1,500 voters, for example, to predict a presidential election within a couple of percentage points. The size of the sample does not have to increase proportionately with the size of the universe. If your universe is 200 people, you should sample about 105. If your universe is 5,000, a sample that gives you 210 responses will be adequate. If the universe doubles -- to 10,000 -- your sample should go to around 215. For 100,000, it should be about 220. So for your purposes, you would rarely need more than 250 responses -- provided the sample is scientifically pure.

Wording the questions is a tougher job than you might think. You're in trouble if your question means one thing and the respondent's answer means something else. Don't use exotic words, unless absolutely necessary. Don't use words that have two or more meanings. But if you must use them, be sure the context makes the meaning clear. Stay away from loaded questions and dead giveaway words. Don't ask if your magazine can do a better job. The answer, of course, is "yes" -- but that kind of answer doesn't help you much. Remember that hypothetical questions are likely to produce hypothetical answers. Factual questions produce factual answers. When you're asking multiple choice questions, be sure your respondent knows to check only one answer. Don't ask double-barrelled questions. A "yes" or "no" question like "Would you like to receive the faculty newsletter once a week, or is that too often?" is tough to answer.

Pretests can save your life sometimes. Send your questionnaire to half a dozen people outside your office and ask them to both complete it and offer suggestions. They may show you where some of the questions aren't as clear as they might be.

A fellow named Stanley Payne wrote a book several years ago called The Art of Asking Questions. If you're going to do a survey, you should read it. It may be in your library. If not, order it from Princeton University Press. It's not only informative but -- believe it or not -- it's entertaining.

After you've decided a survey is called for, set specific goals for it, selected your sample, constructed and printed your questionnaire, you can begin to worry about whether anybody is going to answer. Fortunately, you don't have to rely on prayer alone. Specialists have been working on this while you slept. They've tested different ways of increasing the response rate and described their findings in long, dull articles published in Public Opinion Quarterly and other such journals.

First thing you want to do, in addition to enclosing a return envelope and designing a questionnaire that just begs for completion, is to explain to the respondent how important it is that he or she participate. An accompanying letter carrying a prestige signature can help here. This letter should assure the recipient that he or she will remain anonymous. Many of your garden variety respondents tend to be modest creatures. Some faculty members and students even carry modesty to the very edge of paranoia. Never put a code number on a questionnaire that goes to a faculty member. The prof will get that hunted look and begin muttering about academic freedom and McCarthyism.

Believe it or not, specialists have found that hand-stamping -- preferably with a nice commemorative stamp -- rather than metering an envelope makes for a significantly higher response. In fact, the more expensive the postage, the higher the response rate -- right up through air mail-special delivery. In fact, at least one study has shown special delivery as having the lowest

How do you take a random sample? It's not as tough as your friendly neighborhood sociologist says it is. A book of random numbers or even a pair of dice -- sometimes both -- will help. Did you ever see a book of random numbers? Rand Corporation publishes one. It has one million sets of five-digit numbers, covering hundreds of pages -- all selected by a computer. I've read most of it. It's duller than a Truth or Consequences re-run. It's a handy tool for a big survey, but for your purposes the table of random numbers found in the appendix of most statistics books will do.

Let's assume our universe is 10,000 and we want a sample of 215. If we're doing a mail survey, we should probably draw about 450 names from our list to be sure we get 215 responses. That means we're going to send a questionnaire to every 22nd member of the universe. We could count to 22, pick that name, count to 44, pick that name, and so on. That's not the best way, though, because it's not exactly random. Instead, go to your random number table and find the first number between one and 22. That will be the first name in your sample. Then take the 22nd name after that, and so on, until you've got all 450 names. That'll make you eligible for the good statistician's seal of approval. My own sampling for a West Virginia University survey involved a random numbers book, a pair of dice, and a 15-inch ruler.

Now that we have a sample, let's work on a questionnaire. Keep it short and sweet. Ask no extraneous questions. Your readership survey probably should stay under 20 questions. Your goal should be a questionnaire that can be answered in five minutes. You may want to use a colored stock and even some illustrations. Be sure to enclose a stamped return envelope.

One thing you'd certainly want to find out in a readership survey is whether anybody's reading your stuff. Then you'd probably want to know how often they're reading it and how much of it they read. Which departments in your magazine and what kinds of articles attract most readership? You could ask whether they found the layout and type attractive and readable--- but don't get technical about it.

It's best to use structured rather than open-end questions. If they can check a box or circle a number, they're more likely to answer than if they have to write an essay. It also is going to be much easier for you to analyze. However, you may want to leave room at the bottom for general comments. These can be used to add some human interest when you're writing up results.

Let's not just find out whether our people say "yea" or "nay." Let's find out how intensely they feel about it. In the WVU survey, we had numerous questions asking if people are "very satisfied," "satisfied," "dissatisfied," "very dissatisfied," or have no opinion on specific programs or activities.

By structuring the questionnaire as tightly as possible, we were able to measure attitudes and opinions on 73 subjects -- all on a four-page form.

cost per response of any form of mail survey. You need to have everything possible going for you, so consider such things as hand stamping and special delivery. On the other hand, a personalized letter -- which would seem logical -- does not increase response rate and may even reduce it. Maybe it threatens the respondent's anonymity. Better stick with a form letter. A little gift always seems to help. So maybe you'll want to put a university calendar or football schedule in the envelope.

Maximum response dictates that you follow up your first mailing. One way that has proved effective is sending out a reminder postcard three days after the original questionnaire. Then wait about three weeks and send a second questionnaire just in case they've lost the first. If you haven't coded your first questionnaires, you'll have to send a second to everyone.

Let's hope that this is going to bring your response rate over the magic 50 percent mark. Anything less tends to be suspect.

Why not send out twice as many questionnaires and settle for 25 percent? Well, it's because of that old boogie man, error. The major weakness of a mail survey to begin with is the unmeasurable error introduced by non-responders. There is a suspicion that the people who don't answer may differ in some basic way from those who do. Maybe the difference is racial, or economic, or by sex, or by age group. If you get 75 percent response from all over age 40 and 10 percent response from all under 30, you've got a lousy survey. The higher the overall response rate, the less likely that is to happen. When you get over the 50 percent mark, you begin to gain confidence that those not answering are just apathetic, that any answers they might have given would be about the same as from those who did respond. Anyway, this is what we hear from the sad-faced grey people who write for Public Opinion Quarterly. They follow up questionnaires sometimes by interviewing a sample of non-responders.

A mail survey is not the only kind, of course. It's just the cheapest kind. An interview survey is somewhat more accurate and much more expensive. Interviewers must be trained. If your interviewers aren't well trained, people may lie to them -- for many people do give the answers they feel are most wanted in these circumstances.

A second advantage of the interview is that it gives you an opportunity for immediate follow-up on questions. Some people will refuse to participate, but not nearly so many as will fail to return their mailed questionnaires. The fact that people will not feel so confident of remaining anonymous may cause a little inaccuracy. And interviewers may not record answers correctly.

Never try to do the interviews yourself. Most people will balk at telling you to your face that you're a miserable editor. If you really are, you're likely to come up with an inaccurate -- though comforting -- survey when you do your own interviewing.

In an interview, you may want to ask general questions, then go through a recent issue of your publication page by page. Ask if each article has been seen and whether it has been read in whole or in part. Then you'll be able to tell which departments and what kinds of articles get the best readership.

Telephone interviews fit somewhere between mail surveys and interviews as far as both expense and accuracy are concerned.

What you get out of a survey is data, which is a nice thing to have around the office in case some social scientist drops in. But data in its natural state is unattractive. It has to be processed, manipulated, sometimes fondled, occasionally machined. You can do it by hand or -- impersonal as it may seem -- by computer. All you need is a cross-sort, which is about the cheapest thing a computer knows how to do. The most complicated correlations you're likely to want are any relationships between opinions on one hand and age, graduating class, sex, or some other demographic information on the other.

And there's your dehydrated survey. All you need do is add work and worry. You probably have sociologists and statisticians on your campus who can help you with a survey. Use them. But don't let them get the upper hand. Above all, don't let them introduce any of their jargon into your questions.

There are alternatives to the kind of survey I've been describing. One was covered by J.B. Haskins in his 1960 Journalism Quarterly article, "Pretesting Editorial Items and Ideas for Reader Interest." He used a sample of the target audience and rated their interest in titles. The assumption was that a reader decides to read an article on the basis of its apparent content. Members of the sample rate the titles -- subtitles, too, if you wish -- on a scale of 0-100 depending on their interest. If a title gets a good rating, you use if. Of course, you can use a title survey as part of the kind of readership survey I have earlier described.

Reprinted from Techniques, June 1973.

GUIDELINES FOR DOING YOUR OWN MAIL SURVEY*

1. Decide what specific problems you are trying to solve. Decide if a survey is the best road to a solution.

2. State the objectives of your survey -- in writing.

3. Decide which group(s) the survey should cover (your universe).

4. Decide on the size of your sample.

   a. Remember that a 50% response rate is good in a mail survey, so plan a sample at least twice as big as the size of the response you'll need.

   b. Remember that sample size does not increase proportionately to the size of the universe. If your universe is 200 people, you'll need 105 responses. If the universe is 100,000 people, you'll need 220 responses.

5. Draw your sample, using a random method.

6. Construct your questionnaire.

   a. Be Brief.

   b. Be specific.

   c. Pay particular attention to clarity.

   d. Use structured (multiple choice) rather than open-ended questions wherever possible.

7. Pretest your questionnaire. Have friends, colleagues, and some representatives of your universe complete the form and suggest improvements.

8. Mail questionnaire.

   a. Include stamped, self-addressed envelope and letter explaining importance of participation.

   b. Remember that researchers have found positive correlation between cost of postage and response.

9. Mail reminder post card three or four days after questionnaire.

10. Second mailing of questionnaire (either to non-responders or entire sample) should come two to three weeks after first mailing. Again enclose stamped, self-addressed envelope and letter explaining reason for mailing.

11. Tabulate and analyze returns (computer cross-sort helps here).

12. MOST IMPORTANT: Apply what you've learned from your survey.

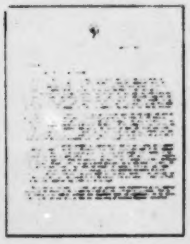
*Source: Cletis Pride, Ph.D.
Assistant Vice President, National Geographic Society

JOHNS HOPKINS PUBLICATIONS SURVEY

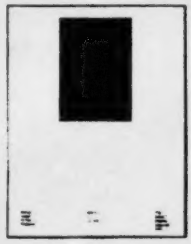
1. Which of the following publications do you receive?

[8-1] ☐ In Brief

[8-2] ☐ Johns Hopkins Magazine



[8-3] ☐ President's Letter



[8-4] ☐ University Annual Report

2. How much do you read in:

	In Brief [6]	Johns Hopkins Magazine [7]	President's Letter [8]	University Annual Report [9]
All of it	[8-1] ☐	[8-1] ☐	[8-1] ☐	[8-1] ☐
Most of it	[8-2] ☐	[8-2] ☐	[8-2] ☐	[8-2] ☐
Half	[8-3] ☐	[8-3] ☐	[8-3] ☐	[8-3] ☐
Less than half	[8-4] ☐	[8-4] ☐	[8-4] ☐	[8-4] ☐
Very little	[8-5] ☐	[8-5] ☐	[8-5] ☐	[8-5] ☐
None	[8-6] ☐	[8-6] ☐	[8-6] ☐	[8-6] ☐

3. Please indicate which of these publications you appreciate receiving most by placing a "1" beside it. Then indicate your second ("2"), third ("3") and fourth ("4") choices.

_____ In Brief [10]

_____ Johns Hopkins Magazine [11]

_____ President's Letter [12]

_____ University Annual Report [13]

4. Why do you appreciate receiving [*first choice*]?

14- _____

_____

_____

15- _____

5. What don't you like about [*fourth choice*]?

_____

16- _____

_____

17- _____

6. How would you rate the Johns Hopkins Magazine?

18-1 ☐ Very good -2 ☐ Good -3 ☐ Neither good nor poor -4 ☐ Poor -5 ☐ Very poor

How do you think it could be improved?

_____

19- _____

_____

20- _____

7. What subjects would you like the Magazine to write about in the future?

_____

21- _____

_____

22- _____

8. Would you like some issues of the Magazine to be devoted to a single theme or subject or would you prefer that each issue cover a number of different subjects?

23-1 ☐ Prefer some theme issues -2 ☐ Prefer variety of subjects in each issue

9. Which of the following articles from previous issues of the Johns Hopkins Magazine did you read in their entirety, which did you read partially, and which didn't you read?

	Read entirely	Read parts	Did not read	
	-1	-2	-3	
Thirteen Pre-medical Students	☐	☐	☐	24
The Hopkins Swim Team	☐	☐	☐	25
Carrie Nation Had a Drinking Problem	☐	☐	☐	26
Faculty Book Review Issue	☐	☐	☐	27
Best Seller: a parody	☐	☐	☐	28
Recombinant DNA	☐	☐	☐	29
Was Jenner a Hero?	☐	☐	☐	30
Elegy to the Slide Rule	☐	☐	☐	31
Research Breakthroughs *(i.e. oxygen transport; solar energy; continental drift; etc.)*	☐	☐	☐	32
The Centennial Issue	☐ -1	☐ -2	☐ -3	33

10. Do you tend to read articles in the Johns Hopkins Magazine which deal with subjects that you already know a good deal about, or are you more likely to read articles in the publication that are outside your areas of expertise?

-1 ☐ Read subjects I know about -2 ☐ Read subjects outside expertise 34

11. Do you read the following sections that appear in In Brief frequently, sometimes, or not at all?

	Frequently	Sometimes	Not at all	
	-1	-2	-3	
Alumni Capsules	☐	☐	☐	35
Faculty Capsules	☐	☐	☐	36
Articles about Faculty Research	☐	☐	☐	37
Letter from the Dean	☐	☐	☐	38
Announcements of New Department Chairmen and Major Appointments	☐ -1	☐ -2	☐ -3	39

12. Would you like to see more articles in In Brief concerning--

	Yes	No	
	-1	-2	
Students	☐	☐	40
Interviews with faculty members on public health issues	☐	☐	41
Expanded stories about particularly interesting alumni	☐	☐	42
Coverage of seminar series at the School of Public Health	☐ -1	☐ -2	43

13. In general, would you like to receive more information, less information, or about the same amount you now receive about--

	More	Less	Same	
Alumni Notes (news of classmates)	-1 ☐	-2 ☐	-3 ☐	44
Alumni Association	☐	☐	☐	43
The University	☐	☐	☐	42
The Faculty	☐	☐	☐	41
Research projects	☐	☐	☐	40

14. What other publications do you receive from the University?

39-1 ☐ Evening College Newsletter -2 ☐ Hopkins Medical News -3 ☐ Johns Hopkins Jou

-4 ☐ Johns Hopkins Medical Journal -5 ☐ Saisphere

15. Taking all Hopkins publications together, do you feel that the amount of information you receive from the University is--

38-1 ☐ Too much -2 ☐ About right -3 ☐ Not enough

16. Are there any Hopkins publications that you would just as soon not get?

37-1 ☐ Yes -2 ☐ No

[*If so:*] Which of the publications that you receive would you just as soon not get?

36-1 ☐ Evening College Newsletter -6 ☐ Johns Hopkins Medical Journal

-7 ☐ Hopkins Medical News -7 ☐ President's Letter

-8 ☐ In Brief -8 ☐ Saisphere

-9 ☐ Johns Hopkins Journal -9 ☐ University Annual Report

-0 ☐ Johns Hopkins Magazine

For Statistical Purposes

17. What is your relationship to The Johns Hopkins University? [*Check as many as apply:*]

35-1 ☐ Alumnus: Of what school?_____ ☐ Undergraduate ☐ Grad

-2 ☐ Faculty: At what school?_____

☐ Other:_____

34- 33- 32-

18. Have you joined the Johns Hopkins Alumni Association or the Johns Hopkins Medical and Surgical Association within the past two years or attended an Alumni Association meeting in your area during that period?

31-1 ☐ Yes -2 ☐ No

Your age: 30- ☐ 20's ☐ 30's ☐ 40's ☐ 50's ☐ 60's or older

Your state of residence:_____

29- 28-

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

PRESIDENT

May 30, 1980

Dear CASE Colleague:

May we have the benefit of your opinion?

We need your help so that CASE CURRENTS can serve you better. You have been selected as part of a random sample to represent our thousands of readers. Your response is vital, therefore, if we are to improve CURRENTS.

This questionnaire will take only about 10 minutes of your time. Of course your reply will be strictly confidential. Please complete the questionnaire and return it in the enclosed stamped envelope to me here at CASE.

We are eager to have CASE services, including CURRENTS, be responsive to your needs. Your cooperation will help us make progress toward that goal.

Sincerely,

James L. Fisher

JLF/ls
Enclosures

SUITE 400, 11 DUPONT CIRCLE, WASHINGTON, DC 20036
TELEPHONE (202) 328-5900

Please HEAR OUR
Pleas
and MAIL TO US!

We are counting on your response in the CASE CURRENTS readership survey. If you haven't mailed your questionnaire, would you please do so today. We need your help to make CASE CURRENTS a better magazine for our members.

Thanks!

CASE CURRENTS

CASE CURRENTS READERSHIP SURVEY

I. How much of CASE CURRENTS do you usually read?

( ) read it cover to cover
( ) read most of it
( ) read some of it
( ) read none of it

II How do you rate these regular departments of CURRENTS? (Please circle the appropriate number.)

	Excellent	Good	Fair	Poor	Don't Read-
COLLAGE (news of CASE events)	5	4	3	2	1
FEATURE ARTICLES (first article or two on issues in education)	5	4	3	2	1
TECHNIQUES ARTICLES (how-to articles)	5	4	3	2	1
SOUND OFF (member opinion)	5	4	3	2	1
BOOKS AND BOOKLETS	5	4	3	2	1
LETTERS TO THE EDITOR	5	4	3	2	1
PEOPLE (job changes, etc.)	5	4	3	2	1
ITEMS AT THE TOPS OF THE PAGES	5	4	3	2	1
LIST of CASE CONFERENCES	5	4	3	2	1

Comments _____

III. Many CASE members share their copies of CURRENTS with colleagues. Please let us know what happens in your case. (Check all that apply.)

( ) read it myself only
( ) share it with one colleague
( ) share it with 2-5 colleagues
( ) share it with more than 5 people
( ) send it to my president
( ) xerox/tear out articles for file
( ) xerox/tear out articles for circulation
( ) file copy for reference

Other use? _____

IV. How useful to your work do you find CASE CURRENTS?

( ) very useful ( ) moderately useful ( ) marginally useful ( ) not useful

V. As a general rule, how do you rate CASE CURRENTS in regard to each of the following (Please circle the appropriate number.)

	Excellent	Good	Fair	Poor	No Opinion
quality of writing	5	4	3	2	1
quality of photos/illustrations	5	4	3	2	1
range of subjects covered	5	4	3	2	1
layout and design	5	4	3	2	1
timeliness	5	4	3	2	1
coverage of issues in education	5	4	3	2	1
coverage of alumni administration	5	4	3	2	1
coverage of fund raising	5	4	3	2	1
coverage of government relations	5	4	3	2	1
coverage of institutional relations (PR)	5	4	3	2	1
coverage of alumni periodicals	5	4	3	2	1
coverage of publications	5	4	3	2	1
coverage of management	5	4	3	2	1

Comments _____

_____

VI. From time to time, we have special issues of CURRENTS. Please indicate your degree of interest in these topics by circling the appropriate number:

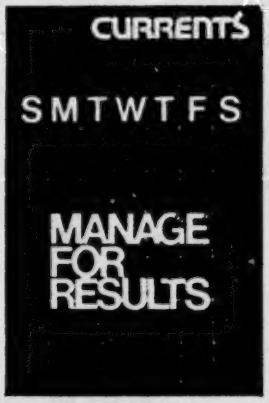
	Extremely Interested	Moderately Interested	Mildly Interested	Not Interested
Corporate support	4	3	2	1
Continuing education for alumni	4	3	2	1
Managing your staff	4	3	2	1
State government relations	4	3	2	1
Media relations	4	3	2	1
Working with your president in PR	4	3	2	1
Foundation support	4	3	2	1
The small staff operation	4	3	2	1
Getting the big gift	4	3	2	1
Student recruitment	4	3	2	1
The annual fund	4	3	2	1
Federal government relations	4	3	2	1
Working with boards & committees	4	3	2	1
Electronic media	4	3	2	1
Using alumni in career counseling	4	3	2	1
Better publications for less..	4	3	2	1
Evaluating advancement programs	4	3	2	1
Role of athletics in advancement	4	3	2	1

Other topics you recommend for special issues or articles: _____

_____

VII. We want our covers to be as attractive and interesting to you as possible. Please give us your opinion on these covers by rating them as Excellent (E), Good (G), Fair (F), or Poor (P). Please check the appropriate box.

E___
G___
F___
P___



E___
G___
F___
P___

E___
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E___
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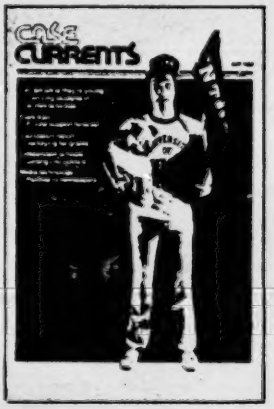


E___
G___
F___
P___

Comments_____

_____

VIII. Please indicate your fields of responsibility in institutional advancement work:

My primary field is:
(check only one)

( ) Alumni Administration
( ) Fund Raising
( ) Government Relations
( ) Institutional Relations (PR)
( ) Periodicals
( ) Publications
( ) Management

My secondary field(s) is/are:
(check all that apply)

( ) Alumni Administration
( ) Fund Raising
( ) Government Relations
( ) Institutional Relations (PR)
( ) Periodicals
( ) Publications
( ) Management

IX. How long have you been a CASE member representative? _____years
CASE CURRENTS began publication in September 1975. When did you first start reading it? _____

X. A. Please estimate your annual budget for equipment, supplies, printing, and outside services (including computer services, consultants, etc.)

( ) Up to $10,000
( ) $10,000 to $20,000
( ) $20,000 to $30,000
( ) $30,000 to $40,000
( ) $40,000 to $50,000
( ) over $50,000

B. To what extent do you influence the purchasing of the items listed:

	Strongly influence	Moderate influence	Little influence	No influence
Printing	4	3	2	1
Outside design services	4	3	2	1
Alumni tours	4	3	2	1
Fund raising consulting services	4	3	2	1
Alumni directories	4	3	2	1
Films	4	3	2	1
Slide shows.	4	3	2	1
Merchandise (ties, chairs, plaques)	4	3	2	1
Direct mail services	4	3	2	1
Insurance for alumni	4	3	2	1

C. When purchasing equipment, supplies, and services, what influences your purchasing decision? (Please check all that apply.)

( ) Advertising
( ) Word of mouth
( ) Solicitations by sales rep.
( ) Relationship of firm to institution
( ) Previous supplier
( ) Reputation of supplier
( ) Price
( ) Other (specify):_____

XI. What publications other than CASE CURRENTS do you regularly read to keep up with developments in your professional field?

( ) The Chronicle of Higher Education
( ) CHANGE
( ) Fund Raising Management
( ) Direct Marketing
( ) Public Relations Journal
( ) Folio
( ) Association Management
( ) Grants Magazine
( ) Foundation News
( ) Philanthropic Monthly
( ) Public Relations Review
( ) Giving USA
( ) Journal of Organizational Communication
( ) FRI Monthly Portfolio
( ) Print
( ) Grantsmanship Center News
( ) Communication Arts (CA)
( ) The Ragan Report
( ) Public Relations News
( ) Other _____

XII. We also would appreciate your opinion about the usefulness of the CASE Membership Directory, published annually. How useful to you is the Membership Directory?

( ) very useful ( ) somewhat useful ( ) marginally useful

How often do you refer to the Membership Directory?

( ) weekly ( ) monthly ( ) periodically ( ) rarely

THANKS! Please return to: CASE CURRENTS, Ste. 400, 11 Dupont Circle, Washington, DC 20036

SALLYPORT

READERSHIP SURVEY

Personal Information

Please provide us with the following data so that we can correlate responses in the survey. Circle the numbers appropriate.

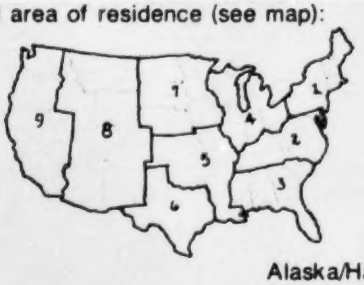
1. Sex: [1] Male [2] Female

2. Affiliation with Rice:
   [1] Alumnus/a (any former student)
   [2] Faculty/staff
   [3] Parent of a student
   [4] Other friend of Rice

3. If alumnus/a, class year (group):
   [1] '16-'25
   [2] '26-'35
   [3] '36-'45
   [4] '46-'55
   [5] '56-'65
   [6] '66-'75
   [7] '76-

4. Degree/s taken at Rice:
   [1] Bachelor
   [2] Master
   [3] Doctor
   [4] None

5. Geographical area of residence (see map):



[1] [6]
[2] [7]
[3] [8]
[4] [9]
[5] [10]
Foreign [11]

Alaska/Hawaii 10

6. Have you made a financial contribution to Rice in the last five years? [1] Yes [2] No

General View of SALLYPORT

1. Please indicate your feelings about SALLYPORT by responding to the questions below.

	Excellent	Good	Fair	Poor	No Opinion
a. SALLYPORT's appeal as a Rice publication	[1]	[2]	[3]	[4]	[5]
b. Informative quality of the material	[1]	[2]	[3]	[4]	[5]
c. Timeliness of the material	[1]	[2]	[3]	[4]	[5]
d. Quality of writing	[1]	[2]	[3]	[4]	[5]
e. Quality of design/art/ photography	[1]	[2]	[3]	[4]	[5]
f. Balance among story topics	[1]	[2]	[3]	[4]	[5]
g. Balance of story lengths	[1]	[2]	[3]	[4]	[5]
h. Coverage of Alumni	[1]	[2]	[3]	[4]	[5]
i. Coverage of campus	[1]	[2]	[3]	[4]	[5]
j. Coverage of the humanities and social sciences	[1]	[2]	[3]	[4]	[5]
k. Coverage of science and engineering disciplines	[1]	[2]	[3]	[4]	[5]
l. As an investment of Rice money, SALLYPORT is _____	[1]	[2]	[3]	[4]	[5]

2. Generally, how much of each issue do you read?

[1] Read all of it [3] Read some of it
[2] Read most of it [4] Read none of it

3. Do you think that SALLYPORT should be sent only to those who make a financial contribution to Rice?

[1] Yes [2] No

4. If SALLYPORT had a $5.00 per year subscription fee, would you subscribe? [1] Yes [2] No

5. Please indicate your satisfaction/dissatisfaction with the various regular divisions of SALLYPORT.

	Very Satisfied	Satisfied	Indifferent	Dissatisfied	Very Dissatisfied
a. Covers	[1]	[2]	[3]	[4]	[5]
b. Owlmanac	[1]	[2]	[3]	[4]	[5]
c. Through the Sallyport	[1]	[2]	[3]	[4]	[5]
d. Feature stories	[1]	[2]	[3]	[4]	[5]
e. News and Notices	[1]	[2]	[3]	[4]	[5]
f. Classnotes	[1]	[2]	[3]	[4]	[5]

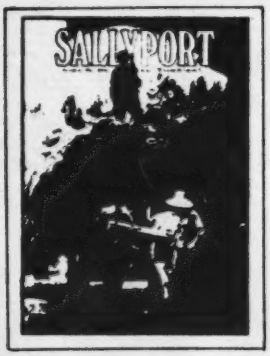
6. To help us in planning future issues, please indicate your degree of interest in the topics listed below:

	Very Interested	Somewhat Interested	Not Interested
a. Admissions policies	[1]	[2]	[3]
b. Alumni achievements	[1]	[2]	[3]
c. Continuing education	[1]	[2]	[3]
d. Culture (music, arts)	[1]	[2]	[3]
e. Economics (business)	[1]	[2]	[3]
f. Faculty members	[1]	[2]	[3]
g. Financial status of Rice	[1]	[2]	[3]
h. Fund-raising/development	[1]	[2]	[3]
i. Health/medicine	[1]	[2]	[3]
j. History	[1]	[2]	[3]

	Very Interested	Somewhat Interested	Not Interested
k. Humor	[1]	[2]	[3]
l. Minorities at Rice	[1]	[2]	[3]
m. Nostalgia	[1]	[2]	[3]
n. Obituaries	[1]	[2]	[3]
o. Politics	[1]	[2]	[3]
p. Rice Area Clubs	[1]	[2]	[3]
q. Rice governance	[1]	[2]	[3]
r. Science/nature	[1]	[2]	[3]
s. Science/technology	[1]	[2]	[3]
t. Social events on campus	[1]	[2]	[3]
u. Student life/colleges	[1]	[2]	[3]
v. Other_____	[1]	[2]	[3]

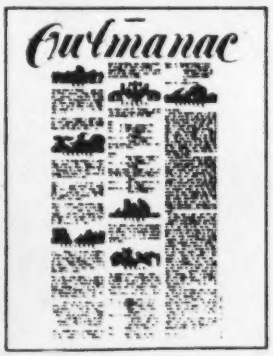
The February 1978 SALLYPORT

Three weeks ago, you should have received the first SALLYPORT issue for 1978. The following questions ask for your reactions to that issue.



1. Cover
   Did it spark your interest in the issue?

   [1] Yes
   [2] No
   [3] Neutral



2. Owlmanac
   How much did you read?

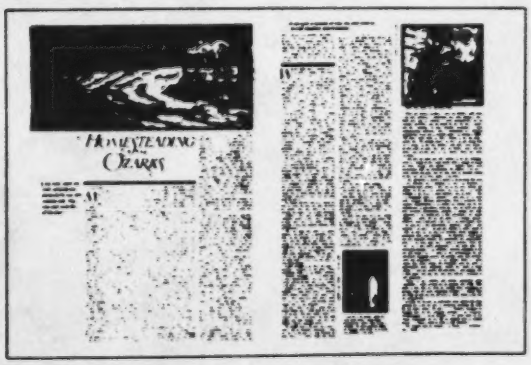
   [1] All
   [2] Some
   [3] None

3. Through the Sallyport
   How much did you read?

   [1] All
   [2] None
   [3] Some

   Did you enjoy it?

   [4] Yes
   [5] No
   [6] Neutral



4. "Homesteading in the Ozarks"
   How much did you read?

   [1] All
   [2] Some
   [3] None

   Did you enjoy it?

   [4] Yes
   [5] No
   [6] Neutral

(Continued)

5. "Student Teaching"
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

[4] Yes
[5] No
[6] Neutral

6. "Solar Power Satellite"
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

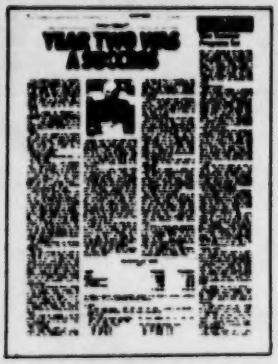
[4] Yes
[5] No
[6] Neutral

7. "Humanist on a Scientific Voyage"
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

[4] Yes
[5] No
[6] Neutral



8. "Year Two Was a Success"
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

[4] Yes
[5] No
[6] Neutral

9. News & Notices
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

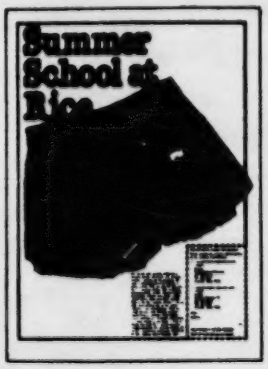
[4] Yes
[5] No
[6] Neutral

10. Classnotes
How much did you read?

[1] All
[2] Some
[3] None

Did you enjoy it?

[4] Yes
[5] No
[6] Neutral



11. Back Page
How much did you read?

[1] All
[2] Some
[3] None

MARIETTA COLLEGE
CHARTERED 1835
MARIETTA, OHIO
45750

OFFICE OF THE PRESIDENT

March 13, 1979

Dear Reader of Marietta's World:

We need your help so that the College's quarterly tabloid can serve you better.

You are one of a small, random sample of College alumni, friends, and parents of current students selected to represent the thousands of readers of Marietta's World. Your response to the enclosed questionnaire, therefore, is vital to the success of this survey. It should take only a few minutes of your time. And of course your answers will be confidential.

Once you have completed the questionnaire, simply return it to the College Editor in the stamped envelope enclosed. We'll run a story on the survey results in an upcoming issue.

Thanks.

Sincerely,

Sherrill Cleland

SHERRILL CLELAND
President

SC/lm

Enclosures

MARIETTA'S WORLD

READERSHIP SURVEY

This questionnaire should take less than 10 minutes of your time. Most questions require only a box to be checked or a number to be circled. Would you please complete the questionnaire today and return it to the College Editor in the enclosed stamped envelope?

1. a) What is your relationship to MC? ☐ Alum ☐ Friend ☐ Parent of student

   b) If an alum, what is your class year: 19__

2. When you receive Marietta's World, do you usually:

   ☐ Read it cover to cover ☐ Read some of it

   ☐ Read most of it ☐ Read none of it

3. a) Does anyone, other than yourself, read your copy of Marietta's World?

   ☐ Yes ☐ No

   b) If you do pass it along, who reads it? (Check any of the following:)

   ☐ Spouse

   ☐ Adult friends or neighbors

   ☐ High-school-age students

   ☐ Others (Please specify) _____.

4. In general, how thoroughly do you read the following features in Marietta's World? (Please circle the appropriate category.)

	Read all	Read part	Glance at	Generally ignore
Address changes	1	2	3	4
Class notes, Marriages & Births	1	2	3	4
Dan McGrew's Passing Scene column	1	2	3	4
Feature stories on inside pages	1	2	3	4
Page 1 news and features	1	2	3	4
Sports page	1	2	3	4
Under the Tower (short news features)	1	2	3	4

(PLEASE TURN OVER)

5. When reading class notes ("Through the Years") do you:

- ☐ Read only your own class year
- ☐ Read all classes that overlapped with your own
- ☐ Read all of the class notes
- ☐ Read none of the class notes
- ☐ Other: _____.

6. In what order do you usually read features in Marietta's World?

- ☐ Read the class notes first, news and features second
- ☐ News and features first, class notes second
- ☐ No set order; depends on issue

7. As a general rule, how do you rate Marietta's World in regard to each of the following: (Please circle the appropriate number.)

	Excellent	Good	Fair	Poor	No opinion
Quality of writing	1	2	3	4	5
Quality of photographs	1	2	3	4	5
Range of subjects covered	1	2	3	4	5
General appearance and format	1	2	3	4	5
Ease in reading print	1	2	3	4	5
Coverage of alumni news	1	2	3	4	5

8. How long do you keep copies of Marietta's World?

- ☐ Regularly save them
- ☐ Save each issue until the next arrives
- ☐ Discard after reading
- ☐ Don't know; varies

(PLEASE TURN TO PAGE 3)

9. In order to help the College Editor plan future issues of Marietta's World, please indicate whether you believe the subjects below: (1) should receive more attention; (2) are adequately covered; (3) currently receive too much attention.

	Needs more attention	Is adequately covered	Receives too much attn.	No opinion
Academic mission of MC	1	2	3	4
Admissions policies (enrollment figures, tuition, etc.)	1	2	3	4
Adult or continuing education	1	2	3	4
Cultural events (art, music)	1	2	3	4
Feature stories on departments	1	2	3	4
Feature stories on interesting alumni	1	2	3	4
Feature stories on students/ student life	1	2	3	4
Financial status of College	1	2	3	4
Giving record of alumni	1	2	3	4
President's annual assessment	1	2	3	4
Short news stories on faculty accomplishments	1	2	3	4
Sports coverage	1	2	3	4

10. a) Do you receive alumni publications from any other institutions?

☐ Yes ☐ No

b) If you answered "yes" to the question above, how do you think Marietta's World compares with other alumni publications you receive?

☐ Marietta's World is better

☐ They are about the same in quality

☐ The other alumni publication(s) is better

c) Please specify other alumni publication(s) you receive and circle the one you may feel is better than Marietta's World:

_____.

11. Your age: ☐ Under 25 ☐ 26-35 ☐ 36-45 ☐ 46-over

12. Sex: ☐ Male ☐ Female

(PLEASE TURN OVER)

13. The editor would welcome any other comments or suggestions you may have about Marietta's World. For example, is there anything not being covered by the paper that you think should be covered? Would you be interested in a letter-to-the-editor column? Space is available below.

THANK YOU!

K-STATER

an alumni survey

33

(1-12) **1**

Rate these titles in terms of how likely you are to read them:

	(5) Extremely likely	(4) Quite likely	(3) Possibly	(2) Not very likely	(1) Not at all likely
1. Kansas Researchers Look at Mars and Beyond	☐	☐	☐	☐	☐
2. The Nichols Gym Fire of 1969	☐	☐	☐	☐	☐
3. Class Notes (Your Era)	☐	☐	☐	☐	☐
4. New Curriculum Makes Literature Come Alive	☐	☐	☐	☐	☐
5. John/Jane Doe: An Alumnus Makes Good	☐	☐	☐	☐	☐
6. Jack Hartman Talks About Wildcat Basketball	☐	☐	☐	☐	☐
7. Class Notes (Not Your Era)	☐	☐	☐	☐	☐
8. Academic Freedom: What's It All About?	☐	☐	☐	☐	☐
9. Ten-Year Plan for the KSU Campus	☐	☐	☐	☐	☐
10. Alumni Association Awards for Service	☐	☐	☐	☐	☐
11. What's Today's Student Doing?	☐	☐	☐	☐	☐
12. Campus Hangouts I Have Known	☐	☐	☐	☐	☐

(13-19) **2**

How would you judge the K-Stater's coverage of the following categories:

	(5) Excellent	(4) Very Good	(3) Satisfactory	(2) Fair	(1) Poor
13. What's going on at KSU (buildings, research, teaching)	☐	☐	☐	☐	☐
14. Alumni Association news	☐	☐	☐	☐	☐
15. News of alumni—class notes	☐	☐	☐	☐	☐
16. Sports news	☐	☐	☐	☐	☐
17. Nostalgia	☐	☐	☐	☐	☐
18. Today's students	☐	☐	☐	☐	☐
19. Thought provoking articles about the role of KSU	☐	☐	☐	☐	☐

(20-27) **3**

Would you like to see the K-Stater include stories like these:

	(5) Definitely	(4) Probably	(3) OK	(2) Probably Not	(1) Definitely Not
20. Drugs on Campus	☐	☐	☐	☐	☐
21. Researcher Finds Key to Cancer	☐	☐	☐	☐	☐
22. Faculty Says Academic Environment Stifling	☐	☐	☐	☐	☐
23. KSU Offers a Second-Class Education	☐	☐	☐	☐	☐
24. Wheat Variety Puts Dollars in Farmer's Pocket	☐	☐	☐	☐	☐
25. Women's, Men's, Gays' Liberation	☐	☐	☐	☐	☐
26. Too Many "A" Grades Given Nowadays	☐	☐	☐	☐	☐
27. Academic Freedom is Out of Date	☐	☐	☐	☐	☐

(28-33) **4**

What is your main source of news about Kansas State University:

	(3) Regular Source	(2) Occasional Source	(1) Not a Source
28. Local Newspapers	☐	☐	☐
29. Radio and TV	☐	☐	☐
30. Alumni publications	☐	☐	☐
31. Other KSU publications	☐	☐	☐
32. Friends and acquaintances	☐	☐	☐
33. Others (please specify)	☐	☐	☐

_____

_____

_____

(34-35) **5**

How much of each issue of the K-Stater do you read:

34. Magazine
(5) ☐ All
(4) ☐ Most
(3) ☐ Some
(2) ☐ Very Little
(1) ☐ Don't See

35. Newspaper
(5) ☐ All
(4) ☐ Most
(3) ☐ Some
(2) ☐ Very Little
(1) ☐ Don't See

(36-37) **6**

How many other persons read at least some of the issue you receive:

36. Magazine _____
37. Newspaper _____

(38-39) **7**

How long do you keep each issue around the office, house:

	(3) Less than 2 weeks	(2) 2 weeks to 2 months	(1) over 2 months
38. Magazine	☐	☐	☐
39. Newspaper	☐	☐	☐

(40) **8**

If you could read only the K-State magazine or the K-State newspaper, which would you read (check one only):

40. (2) ☐ Magazine
(1) ☐ Newspaper

(41) **9**

What is your major reason:

41. (4) ☐ Content
(3) ☐ Appearance
(2) ☐ Length of Articles
(1) ☐ Other (specify)

(42) **10**

Would you like to see class notes a part of the magazine even though it means fewer features about alumni and a plainer magazine:

42. (3) ☐ Yes
(2) ☐ No
(1) ☐ Don't Care

(43-48) **11**

Rate the importance of the possible purposes of the K-State by marking the appropriate column:

	(5) Essential	(4) Very important	(3) important	(2) Fairly important	(1) Little or no importance
43. To tell alumni about other alumni	☐	☐	☐	☐	☐
44. To tell the alumni about the University	☐	☐	☐	☐	☐
45. To serve as a link between the alumni and the University	☐	☐	☐	☐	☐
46. To tell the University about alumni	☐	☐	☐	☐	☐
47. To be a public relations arm of the University	☐	☐	☐	☐	☐
48. To be an independent reporter of University activities for alumni	☐	☐	☐	☐	☐

(49-53) **12**

What degrees do you have from KSU (check all that apply):

49. ☐ None
50. ☐ Bachelor's
51. ☐ Master's
52. ☐ Ph.D.
53. ☐ DVM

(54) **13**

In which area was your major field of study:

54. (8) ☐ Agriculture
(7) ☐ Architecture and Design
(6) ☐ Arts and Sciences
(5) ☐ Business Administration
(4) ☐ Engineering
(3) ☐ Education
(2) ☐ Home Economics
(1) ☐ Veterinary Medicine

(55) **14**

Did your spouse attend Kansas State University:

55. (3) ☐ Have none
(2) ☐ Yes
(1) ☐ No

(56) **15**

How many years did you spend on the K-State campus as a student:

56. _____

(57) **16**

K-State students differ on the degree they take part in such activities as organized houses, student government, and so on. How active were you:

57. (3) ☐ Very Active
(2) ☐ Active
(1) ☐ Not so Active

(58) **17**

Would you characterize the way you spent your time at KSU as:

58. (3) ☐ Productive
(2) ☐ So-So
(1) ☐ Waste of Time

(59-62) **18**

Since leaving K-State, when was your most recent visit to the campus giving the month and year:

59. to 62. Month ☐☐ Year ☐☐

(63) **19**

Do you take part in your local alumni meetings:

63. (4) ☐ Very involved and go to meetings
(3) ☐ Involved and go to meetings
(2) ☐ Not involved but go to meetings
(1) ☐ Seldom or never go to meetings

35&36

(64-65) **20**

Your age:

64. to 65. (5) ☐☐ Exact
(4) ☐ Under 30
(3) ☐ 30-44
(2) ☐ 45-59
(1) ☐ 60 or over

(66) **21**

Sex:

66. (2) ☐ Man
(1) ☐ Woman

(67) **22**

Residence:

67. (4) ☐ Manhattan
(3) ☐ Kansas, outside Manhattan
(2) ☐ Outside Kansas but one of the four border states
(Colorado, Oklahoma, Missouri, Nebraska)
(1) ☐ Other (list city and state)

_____

(68) **23**

Estimate your total family income (all sources) for 1976:

68. (5) ☐ Up to $10,000
(4) ☐ 11,000 to 25,000
(3) ☐ 26,000 to 49,000
(2) ☐ Over 50,000
(1) ☐ Prefer not to say

(69) **24**

What do you like about the KSU alumni publications that you see:

69. _____

_____

_____

Thank you very much. Please place the questionnaire and mail it in the envelope we provided.

UNIVERSITY OF MARYLAND
BALTIMORE • BALTIMORE COUNTY • COLLEGE PARK • EASTERN SHORE • UNIVERSITY COLLEGE

ASSISTANT TO THE PRESIDENT
FOR UNIVERSITY RELATIONS

COLLEGE PARK, MARYLAND 20742

Dear Maryland Reader:

We need your help so that the University's quarterly magazine can serve you better. You have been selected as part of a random sample to represent our thousands of readers. Your response is vital, therefore, if we are to improve Maryland.

The enclosed questionnaire will take less than 10 minutes of your time. Of course your identity will remain confidential.

Please complete the questionnaire and return it in the enclosed stamped envelope to:

Dr. Cletis Pride
Maryland Survey
Suite 530, One Dupont Circle
Washington, D. C. 20036

Sincerely,

Robert A. Beach, Jr.

Robert A. Beach, Jr.

(See reverse side)

Reminder Post Card

REMEMBER

We are counting on your response in the Maryland readership survey. If you haven't mailed your questionnaire, would you please do so today. We need your help to make Maryland a better magazine.

UNIVERSITY OF MARYLAND
BALTIMORE • BALTIMORE COUNTY • COLLEGE PARK • EASTERN SHORE • UNIVERSITY COLLEGE

ASSISTANT TO THE PRESIDENT
FOR UNIVERSITY RELATIONS

COLLEGE PARK, MARYLAND 20742

Dear Maryland Reader:

We haven't yet received your completed questionnaire in the Maryland survey. This is a busy time for you we know, but your response will help us give you the best possible magazine.

If you misplaced your original questionnaire, another copy is enclosed. Please take a few minutes to complete it now and return it in the stamped, addressed envelope, also enclosed. Thank you.

Sincerely,

Robert A. Beach, Jr.

Robert A. Beach, Jr.

MARYLAND READERSHIP SURVEY

You are one of 300 University of Maryland alumni chosen to represent the thousands of readers of Maryland, the University's quarterly magazine. Your participation is vital to the success of the survey. The results of this survey will be used to improve Maryland.

This questionnaire is designed to take only a few minutes of your time. Your answers will be confidential. Would you please complete it today and return it in the enclosed stamped envelope.

I. 1. Your age: ☐ 20-24; ☐ 35-49; ☐ 50-over.

2. Sex: ☐ Male; ☐ Female.

3. Year of first degree (if any) obtained at the University of Maryland _____.

4. Major field of study at the University _____.

5. Are you a member of the Alumni Association? ☐ Yes; ☐ No.

6. Have you ever made a financial contribution to the University?

☐ Yes; ☐ No.

7. If you answered "yes" to question number six, for what purposes have you given money?

☐ support of special funds or campus projects.

☐ for general purposes (unrestricted gifts).

☐ support of athletic programs.

☐ other (please specify) _____.

more

II. 1. When you receive Maryland do you usually;

☐ read it cover to cover. ☐ read some of it.

☐ read most of it. ☐ read none of it.

2. Does anyone, other than yourself, read your copy of Maryland?

☐ Yes; ☐ No.

III. When you receive Maryland, how much do you read of each of the following regular departments? (Please circle the appropriate number.)

	Always Read	Usually Read	Sometimes Read	Never Read
Alumni Events	1	2	3	4
Alumni Profiles	1	2	3	4
News of Alumni	1	2	3	4
On the Campuses	1	2	3	4
Research at Maryland	1	2	3	4

IV. You recently received the October issue of Maryland. Would you please indicate below how much you read of each article? (Please circle the appropriate number.)

	Read All;	Read Part;	Looked At;	Didn't See or Don't Remember
On the Campuses	1	2	3	4
How Life Began (chemical evolution)	1	2	3	4
Is There a (Family) Doctor in the House?	1	2	3	4
Financial Aid: A Primer for Parents	1	2	3	4
The Great Fire of 1912: Things Were Never the Same	1	2	3	4
Oral History Tapes: No Mysterious Erasures, No Expletives Deleted	1	2	3	4
Research at Maryland	1	2	3	4
Maryland in Europe (A 25-Year Success)	1	2	3	4
People	1	2	3	4
News of Alumni	1	2	3	4

more

V. As a general rule, how do you rate Maryland in regard to each of the following? (Please circle the appropriate number.)

	Excellent;	Good;	Fair;	Poor;	No opinion
quality of writing	1	2	3	4	5
quality of photographs and illustrations	1	2	3	4	5
range of subjects covered	1	2	3	4	5
general appearance of magazine	1	2	3	4	5
coverage of College Park campus	1	2	3	4	5
coverage of Baltimore campus	1	2	3	4	5
coverage of UMBC	1	2	3	4	5
coverage of UMES	1	2	3	4	5
coverage of University College	1	2	3	4	5
coverage of alumni and alumni events	1	2	3	4	5

VI. Do you think the amount of emphasis Maryland puts on coverage of alumni and alumni events is:

☐ too much ☐ not enough

☐ about right ☐ no opinion

VII. Do you receive alumni publications from any other institutions? ☐ Yes ☐ No

VIII. If you answered "yes" to question seven how do you think Maryland compares with other alumni publications you receive?

☐ Maryland is better.

☐ They are about the same.

☐ Other alumni publication(s) is better.

Please specify other alumni publication(s) you receive _____

_____

more

IX. The editor of Maryland would like your help in planning future issues of Maryland. Would you please indicate your degree of interest in each of the subjects listed below. (Please circle the appropriate number.)

		Very Interested	Somewhat Interested	Not Interested
1.	admission policies (tuition, etc.)	1	2	3
2.	adult education	1	2	3
3.	agriculture	1	2	3
4.	campus construction	1	2	3
5.	culture (music, performing arts, etc.)	1	2	3
6.	economics (business)	1	2	3
7.	educational program	1	2	3
8.	faculty accomplishments	1	2	3
9.	financial status of the University	1	2	3
10.	health and medicine	1	2	3
11.	history	1	2	3
12.	humor	1	2	3
13.	minorities	1	2	3
14.	nature/conservation/ecology	1	2	3
15.	obituaries	1	2	3
16.	politics	1	2	3
17.	science and technology	1	2	3
18.	social events	1	2	3
19.	sports/recreation	1	2	3
20.	student life	1	2	3
21.	university governance (Regents, administration, etc.)	1	2	3
22.	Other (please specify) _____			

X. The editor would welcome any other comments or suggestions you may have about Maryland. Please write them here. Thank you.

GALLAUDET COLLEGE
KENDALL GREEN, WASHINGTON, D.C. 20002

OFFICE OF ALUMNI
AND PUBLIC RELATIONS
(202) 447-0741
tty (202) 447-0480

May 15, 1979

Dear Friends:

For many years alumni and friends of Gallaudet College have been receiving one or all of the College's regular publications. These publications have as their purpose to let the College's constituents know of events on Kendall Green, to share College plans and activities, and to explore issues and concerns of interest to the total deaf community.

How do our readers feel about the publications they have been receiving? Are we sharing the news which people are interested in? We have decided to do a survey of readers to find out. With this letter you will find a questionnaire which asks a variety of questions about the Gallaudet Alumni Newsletter, Gallaudet Today, and the President's Annual Report. We would appreciate it very much if you could take ten or fifteen minutes to complete this survey and return it to our offices.

We will be using the results of this survey to plan for future issues of these publications. We want to thank you in advance for your help.

Sincerely,

Jack R. Gannon
Director of Alumni and
Public Relations

PUBLICATIONS QUESTIONNAIRE

1. Which of the following Gallaudet publication do you receive?

[ ] Gallaudet Alumni Newsletter (GAN)

[ ] Gallaudet Today (GT)

[ ] President's Annual Report

[ ] Others? Please list

_____

_____

_____

2. How much do you read in these publications?

	GAN	GT	Annual Report
All of it			
Most of it			
Half			
Less than half			
Very little			
None			
Can't recall			
Don't receive			

3. What sort of picture do these publications give you at Gallaudet College?

_____ very positive picture of the College

_____ balanced and informative picture of what is happening on Kendall Green

_____ information about major events on campus

_____ not a clear picture of what I believe is happening on campus.

_____ other (please specify) _____

_____

_____

4. How would you rate these publications?

	GAN	GT	Annual Report
Very good			
Good			
Neither good nor poor			
Poor			
Very poor			
Don't know			

The following questions relate specifically to the Gallaudet Alumni Newsletter (GAN).

5. How much of each issue of the GAN in general do you read?

	Usually read	Sometimes read	Never read
General college news			
Milepost column			
Chapter Exchange			
At Large			
On Campus			
Job Opportunities			
Outreach section			
International Perspective			

6. When, in general, do you receive your issues of the GAN?

[ ] Within one week of the publication date.

[ ] Within two weeks of the publication date.

[ ] Within three weeks of the publication date.

[ ] Within four weeks of the publication date.

[ ] Don't know or can't recall.

7. If you could change the format of the GAN, how would you do so? (Check all that apply.)

[ ] Use a larger type face

[ ] Use a larger page size

[ ] Use more photographs

[ ] I would not change the Newsletter!

[ ] Other? List _____

8. Do you think the GAN should be:

[ ] a monthly publication

[ ] a semi-monthly publication (two issues a month)

[ ] a weekly publication

9. If you could change the content of the GAN, how would you do so? (Check all that apply.)

[ ] more articles on alumni
[ ] fewer articles on alumni
[ ] more in-depths college news
[ ] less college news
[ ] more chapter news
[ ] less chapter news
[ ] more news of the total deaf community
[ ] less news of the total deaf community
Others: _____

10. Would you be willing to pay to receive the GAN?

[ ] No

[ ] Yes, the production cost per year ($2.00)

[ ] Yes, the mailing charges per year ($1.00-1.50)

[ ] Yes, the total of production and mailing costs per year ($3.00)

Comments: _____

_____

_____

The following questions relate specifically to Gallaudet Today.

11. Do you prefer issues of Gallaudet Today to be devoted to:

[ ] a variety of subjects

[ ] a single theme or subject

[ ] both

[ ] don't know

Comments: _____

_____

12. In general, how much of these regular sections of Gallaudet Today do you read in each issue?

	Usually read	Sometimes read	Never read
Wingéd Words			
On the Green			
Book Reviews			
Reader's Response			
And finally . . .			
Guest Editorials			
People Plus			

13. Which of the following articles from previous issues of Gallaudet Today did you read:

	Read in entirety	Read parts	Didn't read	Can't recall
Gallaudet Looks to the Future				
Thomas Coughlin, Faith and Commitment				
KDES Groundbreaking				
Line 21, A decade from design to decoder				
Toby Silver -- one deaf student and television				
Gallaudet Should Have a Television/Film Major				
Sculpture on Loan				
Growing Up with Deafness				
International Interns				
World Games XIII				
Summer on Kendall Green				
Toward a Standardized Sign Language ... for India.				

14. What sort of articles would you like to see in Gallaudet Today in the future? (Check all that apply.)

[ ] Articles on issues of concern to deaf persons

[ ] In-depth articles on college programs

[ ] Articles on interesting students

[ ] Articles on faculty and administration members

[ ] Articles on alumni

Others?: _____

_____

The last two questions relate to all the publications you receive from Gallaudet.

15. In the future, how much information would you like to receive about:

	More	Less	Same	Don't know
Research projects				
Alumni (individuals)				
The College				
Precollege Programs				
Public Service Programs (Continuing education, Sign Language, Law Center)				
The Faculty				
The GCAA				

16. Taking all Gallaudet publications together, do you feel that the amount of information you receive from Gallaudet is:

[ ] Too much

[ ] About right

[ ] Not enough

[ ] Don't know

17. Do you receive more than one copy of any of these publications: _____ no _____ yes

If yes,_____ which publication(s) _____

_____

18. What is your relationship to Gallaudet College?

_____ Alumnus	_____ Student
_____ Faculty/admin.	_____ Professional in field
_____ Parent of deaf student	_____ Friend of college
	_____ Interested person

19. If you are an alumnus of Gallaudet College, please indicate your class year _____

20. Please check your age group:

20's _____	50's _____
30's _____	60's _____
40's _____	70's or over _____

Sex _____ M _____ F

and State of residence: _____

Return this form to: Office of Alumni/Public Relations, Gallaudet College, Washington, D.C. 20002

(This form can be folded in half, stapled or taped shut, and returned to the Alumni/Public Relations Office without an envelope. The opposite side of this sheet has already been addressed if you wish to return it in this way. You will, however, need to attach .15 postage.)

Attach
postage
here.

Office of Alumni and Public Relations
Gallaudet College
7th Street and Florida Avenue, N.E.
Washington, D.C. 20002

MICHIGAN STATE UNIVERSITY

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
OFFICE OF THE DEAN · AGRICULTURE HALL

EAST LANSING · MICHIGAN · 48824

July 6, 1978

Mr. John Smith
601 Grand River
East Lansing, MI 48823

Dear Mr. Smith:

We would like your help in conducting a survey of readers of ANR, the magazine published for the members of the College of Agriculture and Natural Resources Alumni Association. The opinions obtained as a result of this research will be used by the editor to try to make the magazine more interesting to its audience.

Your name was drawn in a scientifically selected random sample representing the entire readership. Your answers are very important to the accuracy of the survey. Of course all answers are confidential and will be used only in a combination with those from other readers.

It will only take a short time to answer the enclosed questionnaire and return it in the stamped reply envelope. If you are interested in receiving a report on the findings of this research, you may request a complimentary copy in a separate letter.

Please return the completed questionnaire at your earliest convenience. Thank you for your cooperation.

Sincerely yours,

James H. Anderson

James H. Anderson,
Dean

JHA/pc
Enclosure

P.S. The enclosed Spartan football schedule is just a token of our appreciation.

MSU is an Affirmative Action/Equal Opportunity Institution

READERSHIP SURVEY

You are one of 350 College of Agriculture and Natural Resources alumni chosen to represent the thousands of readers of ANR. Your participation is vital to the success of this survey.

This questionnaire is designed to take only a few minutes of your time. Your answers will be completely confidential. Would you please complete the survey today and return it in the enclosed stamped envelope.

Please check the appropriate space:

1. How much of each issue of ANR do you usually read?

   all of it ☐ some of it ☐

   most of it ☐ none of it ☐

2. Does anyone, other than yourself, read your copy of ANR?

   yes ☐ no ☐

3. Please rate these elements of ANR (circle the appropriate number):

	Excellent	Good	Fair	Poor	No Opinion
quality of writing.	1	2	3	4	5
range of subjects covered	1	2	3	4	5
quality of photos/illustrations . .	1	2	3	4	5
general appearance of magazine. . .	1	2	3	4	5
coverage of alumni events	1	2	3	4	5

4. You recently received the May/June issue of ANR. Would you please indicate how much you read of each of the articles? (Circle the appropriate number).

	Read All	Read Part	Looked At	Didn't See or Don't Remember
Skillful Staffers Steal Spotlight. . .	1	2	3	4
Students Saw Away At Cabin Problems. .	1	2	3	4
Diet Issues Yield Food For Thought . .	1	2	3	4
Treats Galore in Store	1	2	3	4
Alumni News Reports.	1	2	3	4
A Few Lines From Lein.	1	2	3	4

5. Which of the following most nearly describes ANR's presentation of the College of Agriculture and Natural Resources?

outstanding ☐ overly sentimental ☐ no opinion ☐

fair and accurate ☐ objectionably biased ☐

6. You presently receive one issue devoted to Experiment Station research, one issue on Cooperative Extension programs and one issue on academic activities. Do you approve of the separate issue on each area or would you prefer a combination of them in all issues?

prefer separate issues on teaching, research, extension. . ☐

prefer combination of three areas in each issue. . . . . ☐

no opinion . . . . . ☐

7. Do you receive alumni publications from institutions other than MSU?

yes ☐ no ☐

8. If you answered "yes" to question 7, how do you think ANR compares to the other alumni publications you receive?

ANR is better ☐ About the same ☐ Other is better ☐

Please specify other alumni publication(s) you receive _____

_____

9. We would like your help in planning future issues of ANR. What would be your interest in reading the following items? (Please circle the appropriate number).

	Very Interested	Interested	Not Interested	No Opinion
Outstanding Alumni Profiles.	1	2	3	4
Alumni News (class notes).	1	2	3	4
Faculty News (grants, awards). . . .	1	2	3	4
Student News (honors, clubs)	1	2	3	4
Letters to the Editor.	1	2	3	4

10. If publication costs continue to rise, do you think the use of advertisements should be considered for ANR?

yes ☐ no ☐ no opinion ☐

11. We would appreciate any further comments or suggestions you wish to make about ANR. Please write them below.

SEE NEXT PAGE

Please check the appropriate answer or fill in the blank:

12. Your age: 20-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65-over ☐

13. Sex: Male ☐ Female ☐

14. Year graduated or last attended: _____

15. Major field of study in College: _____

16. Present occupation: _____

17. Approximate income of your household:

$5,000-9,999 ☐ $10,000-19,999 ☐ $20,000-29,999 ☐ $30,000-39,999 ☐ $40,000-49,999 ☐ $50,000-over ☐

18. Frequency of campus visits since leaving College:

several times annually ☐ at least once a year ☐ less than once a year ☐ never ☐

19. Which of the following do you think the ANR Alumni Association should sponsor or continue to sponsor? (You may check more than one).

Autumnfest reunion ☐ Farmers' Week alumni event ☐ Scholarships for Students ☐ Placement service for alums ☐ ANR travel tours ☐ County/area ANR alumni clubs ☐

Other (please specify) _____

Thank you for your cooperation. If you wish to make any further comments on any subject mentioned in the questionnaire, you may write them below or on a separate sheet and return along with the completed survey in the self-addressed envelope provided.

Michigan State University Printing № 588

Baylor Alumni Association

October 15, 1979

Dear Baylor Alumnus:

In only five minutes you can perform a significant service for Baylor University. You have been selected as part of a sample to represent your 40,000 fellow alumni in a study to determine the effectiveness of the Baylor Line, as well as attitudes toward several campus projects.

Please return your completed questionnaire in the enclosed postage-paid return envelope. Your promptness will help us make this study a success.

Sincerely,

Sherry Castello, Editor
The Baylor Line

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UNION BUILDING 378
WACO, TEXAS 76798
(817) 755-1121

October 22, 1979

Dear Baylor Alumnus:

May we remind you to return your Baylor Line questionnaire as soon as possible--if you have not already mailed it in. Your cooperation with the readership survey is very important. Thank you for helping us.

Sincerely,

Sherry Castello, Editor
The Baylor Line

Postcard reminder on white paper typed in green ink

Office
of
Executive Vice President
and
Chief Operating Officer

Rooms 103/105, Pat Neff Hall
Telephone 817-755-1311
or 817-755-3821
Waco, Texas
76703

BAYLOR UNIVERSITY

November 5, 1979

Dear Baylor Alumna or Alumnus:

Several weeks ago you were sent a questionnaire by the staff of the Baylor Line, but we have not yet received your reply. For your convenience, another copy of the questionnaire and a postage-paid reply envelope are enclosed.

The responses we receive from you and other alumni will be of considerable help in evaluating the Baylor Line. Please give us five minutes of your time to help us better serve you.

Cordially yours,

Herbert H. Reynolds
Executive Vice President
and
Chief Operating Officer

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Enclosures: (as stated)

Baylor Line

READER SURVEY

Please check the appropriate space:

1. How much of each issue of the **Baylor Line** do you usually read?

All	____	(1.1)
Most	____	(1.2)
Some	____	(1.3)
None	____	(1.4)

If none, please proceed to question 5.

2. Which of the following sections do you usually read?

"Looking Back at Baylor"	____	(2.1)
Major feature articles	____	(3.1)
Alumni feature articles	____	(4.1)
News from Baylor	____	(5.1)
Sports Line	____	(6.1)
Down the years (class notes)	____	(7.1)
Association Report	____	(8.1)

3. Please rate the **Baylor Line's** coverage of each of the following:

	Excellent	Good	Fair	Poor	No opinion	
Student life	____	____	____	____	____	(10.1-5)
Alumni activities	____	____	____	____	____	(11.1-5)
Campus events	____	____	____	____	____	(12.1-5)
Academic programs	____	____	____	____	____	(13.1-5)
Sports	____	____	____	____	____	(14.1-5)
Faculty	____	____	____	____	____	(15.1-5)

4. Which of the following most nearly describes the **Baylor Line's** presentation of Baylor?

Outstanding	____	(16.1)
Fair and accurate	____	(17.1)
Overly sentimental	____	(18.1)
Objectionably biased	____	(19.1)
No opinion	____	(20.1)

5. Please indicate the frequency of your campus visits since leaving Baylor:

Several times annually	____	(21.1)
Once annually	____	(21.2)
Less than annually	____	(21.3)
Never	____	(21.4)

If never, please proceed to question 8.

6. Which of the following have been reasons for your campus visits?

Homecoming	____	(22.1)
All University Sing	____	(23.1)
Football game	____	(24.1)
Other sporting event	____	(25.1)
Visit son or daughter	____	(26.1)
Campus program	____	(27.1)
Other	____	(28.1)
Specify	____	(29.1-9)

7. When on campus, which of the following do you usually visit?

Burleson Quadrangle	____	(30.1)
Student Union Building	____	(31.1)
Baylor Marina	____	(32.1)
Baylor Bookstore	____	(33.1)
Alumni Center	____	(34.1)
Pat Neff Hall	____	(35.1)
Bear Plaza (Bear Pit)	____	(36.1)
Other	____	(37.1)
Specify	____	(38.1-9)

8. If an on-campus information center were established by Baylor, what services would interest you?

Campus tours	_____(39.1)
Activity schedules	_____(40.1)
Addresses of Baylor Alumni	_____(41.1)
Film about Baylor	_____(42.1)
Other	_____(43.1)
Specify _____	(44.1-9)

9. Would you like for the Alumni Association to furnish a Baylor merchandise catalogue?

Yes	_____(45.1)
No	_____(45.2)

Personal data (for survey analysis only)

10. Sex

Male	_____(46.1)
Female	_____(46.2)

11. Class Year

Graduated 19	_____(47.XX)
Or last attended 19	_____(48.XX)

12. Major area of study:

Arts and Sciences	_____(49.1)
School of Business	_____(49.2)
School of Music	_____(49.3)
School of Nursing	_____(49.4)
School of Education	_____(49.5)
Law School	_____(49.6)

13. Residence:

Live in Waco area	_____(50.1)
Live elsewhere in Texas	_____(50.2)
Live in U.S. outside Texas	_____(50.3)
Live outside United States	_____(50.4)

14. Do you have a son or daughter presently attending Baylor?

Yes	_____(51.1)
No	_____(51.2)

15. Were you a member of a social or service club at Baylor?

Yes	_____(52.1)
No	_____(52.2)

16. Are you a member of the Baylor Alumni Association?

Yes	_____(53.1)
No	_____(53.2)

. . . If no, please indicate the reasons why you are not a member?

Lack of information	_____(54.1)
Cost too high	_____(55.1)
Too few benefits	_____(56.1)
Not interested	_____(57.1)
Other	_____(58.1)
Specify _____	_____(59.1)

17. Have you contributed financially to Baylor since leaving school?

Yes, within the last year	_____(60.1)
Yes, within the last five years	_____(60.2)
Yes, more than five years ago	_____(60.3)
No	_____(60.4)

Return to: Baylor University
Hankamer School of Business
Department of Marketing
Waco, Texas 76703

№ 2177